



Model Lesson Plan

Social Studies

Grade 3

Topic 4 - Strategic Reader: Making Decisions Every Day

Stage 1 - Desired Results

Established Goals:

- Students will use information to support statements and practice basic group decision-making strategies in real world situations (e.g., class elections, class choices, playground and classroom rules, class projects). (GLE 3.1.3 LM 1:4.4)
- Features of this lesson are practiced from week 1 on in Grade 3 (for example, following school rules for various situations). As students learn through class projects and class choices, the topic can be continually reinforced. Using the information found in order to support new ideas needs to be taught, and then reinforced, throughout the year.

Understandings:

- When we are looking for information we need to decide whether or not the fact we find is relevant (useful). Does it fit our questions we asked, or our topic? (Review) (SS GLE 3.1.2; LM 4.1.4)

Essential Questions:

- What is decision making? Why is it important?
- What are some decisions made from current information and how do they influence what we do today?
- What are some decisions made in the past that influence how we live today?
- How do we determine whether a story or a selection is fiction or nonfiction? (REVIEW-see previous lessons)
- How can we determine whether the facts we find are accurate? (REVIEW)
- What should we do when we find a fact, in order to determine its usefulness for our research? (REVIEW)
- What questions would be good to ask? What do we want to know?
- Where could we find information about decisions made about Montana Indian Reservations and MT Indian Tribes? List and post on the wall.

Students will know...

- About practices in making group decisions.

Students will be able to...

- Students should be able to find and write about a decision that was made from information past or present.
- Use the steps of the inquiry process as they research information for their assignments.

Stage 2 - Assessment Evidence

Performance Tasks:

- Teachers should utilize the rubrics provided in Lesson 1.
- Each student uses the Inquiry Process steps to get information and synthesize that information as they perform research, and complete classroom assignments.
- Each student evaluates information quality—accuracy, usefulness, fact/fiction.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Decision-making from Information
- 1. To introduce the concept of decision-making from information, talk about decisions we make on a daily basis and the information needed to make those decisions.
- 2. Ask students to take out their notebooks/journals and give them one minute to write a decision they made today and what information they used to make that decision. (ie: How did they decide what to wear today? Was the weather a deciding factor, clean clothes a factor, a new outfit, a special theme day at school, or another reason?) This personalizes their decision well as makes the concept relevant.
- 3. Move from their personal decision to a decision you as their teacher made today. Ask for their input. This can be expanded to include school, community, family, etc. The vital components must convey the understanding and application of how a decision is made based on information.



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Notebook/Journal Jigsaw

- Divide students into small groups for “journal jigsaw”. (Suggestion only! Consider make up of classroom, number of students, as well as how they work together.)
- Have group members work cooperatively; each should search to find a fact/information they have written in their notebook that no one else has written.
- The student explains why he/she made the decision to include this in his or her notebook. The information could be from an individual lesson assignment, vocabulary concepts, for example.
- The other students in the group are invited to record this prize piece of information in their notebooks.
- This activity is multi-faceted. It provides a review and encourages students to keep up-to-date in their notebook.
- In addition, it can also alert the teacher as to student proficiency mid-point in the project, so he/she can adjust accordingly.

Vocabulary:

- Decision-making from Information, deciding what is needed Word Study.